

Accepted Manuscript

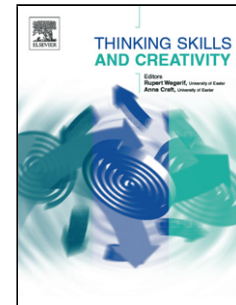
Title: Embracing the Network: A Study of Distributed Creativity in a School Setting

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PII: S1871-1871(17)30211-0
DOI: <https://doi.org/10.1016/j.tsc.2017.10.002>
Reference: TSC 452

To appear in: *Thinking Skills and Creativity*

Received date: 7-8-2017
Accepted date: 2-10-2017



Please cite this article as: & Boysen, Mikkel Snorre Wilms., Embracing the Network: A Study of Distributed Creativity in a School Setting. *Thinking Skills and Creativity* <https://doi.org/10.1016/j.tsc.2017.10.002>

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Embracing the Network: A Study of Distributed Creativity in a School Setting

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In society and education, creativity is considered a key priority. Yet, the notion of creativity is challenged by an increased focus on the distributed aspects of human action. This change of perspective is particularly problematic to handle in a school context, because teachers are obliged to examine the individual child. In this paper, such dilemmas are explored. The discussion is based on an action research project conducted in a school. In the project, a hundred and twenty children from second and third grade were introduced to seventeen different types of creativity workshops. The research indicates that the concept of distributed creativity can be implemented productively in a school setting. However, the study also demonstrates that traditional understandings of creative processes is only partly compatible with the notion of distributed creativity. In the end, suggestions are made in order to bridge the gap between individual and distributed aspects of creativity.

Keywords: distributed creativity; action research; education; pedagogy.

1. Introduction

The focus on creativity and innovation inside and outside the educational system is substantial. Accordingly, the OECD highlights creativity as one of the most essential learning objectives in education in the 21st century (Lucas, Claxton & Spencer, 2013; Stevens, Miller & Michalski, 2001). Yet, the concept of creativity is difficult to define, assess, and operationalize (Klausen, 2010; Boysen, 2013; OECD, 2014). Inter alia, the notion that creativity relies on independent individual actions is challenged by new theoretical approaches and empirical evidence convincingly indicates that creativity might be more appropriately described as distributed.

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